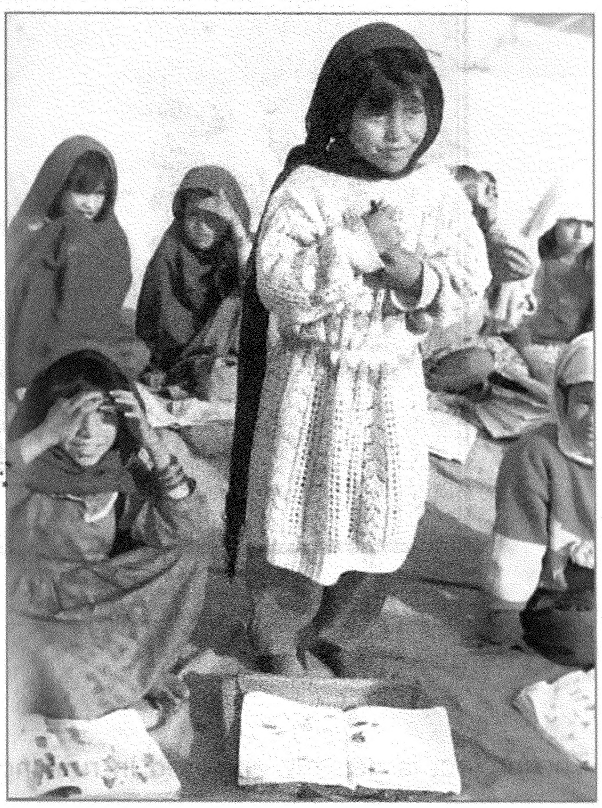
of 2001, **59,000 participants** have successfully passed the literacy courses (out of the total, **22,000 are females**).

The literacy courses are conducted in the homes that are nominated by the residents of the camps. A Pashtu Literacy Primer with an accompanying set of charts has been produced for the teaching on the first level. The Arithmetic Primer is introduced on the second level to provide the participants the basic knowledge of numeracy and simple calculations. The Reader Level is followed for practicing the newly acquired skills on the third level, having two separate versions for males and females.



In addition to the adult literacy courses, the project has also initiated literacy classes for "out of school" children (boys & girls) in the form of **"Home Schools"**. These classes are introduced for those boys and girls who "dropped out" or are too young to be admitted in the adult literacy courses and too old to be enrolled in the primary schools. These classes provide a link between the formal and non-formal education as these courses are offered to the participants who are able to complete formal education upto grade 4 only in 24 month duration in a non-formal education environment. These courses are very popular among the Afghans on both sides of the border. Till date **22,000 children (5,500 girls)** have successfully passed the home school courses.

Non-Formal Education is also responsible under the World Bank component for initiating capacity building activities for 5,000 women and vulnerable population through informal and vocational education programmes.

PRODUCTION OF TEACHING AND LEARNING MATERIAL

BEFARe has developed its curriculum for formal and non-formal basic education based on the criteria resulting from:

- Determination of goals.
- Selection of educational objectives.
- Selection of contents to be learned.
- Selection of teaching / learning strategies.
- Production of instructional materials.
- Organization of materials into courses of studies.
- Testing of new materials.
- Revision of materials on the basis of testing results.

Instructional materials are produced on the basis of a child - centered methodology and are implemented on the following levels:

Formal Education

- Textbooks, aid materials and teacher guides, Pashtu and Mathematics grades I-VI
- Islamyat, aid materials and teacher guide III.

Non-Formal Education

Mother and Child Health (MCH) programme:

- MCH Manual
- Flip Charts
- Audio cassette recordings

Adult literacy programme (male and female):

- Primer: Pashtu and Dari (level 1 with teacher's guide)
- Mathematic: Pashtu and Dari (level 2 with teacher's guide)
- Male Reader: Pashtu and Dari
- Female Reader: Pashtu And Dari
- Charts, word cards, etc.

Messages concerning Islamic values, peace education, cooperation, environment, health, economy, agriculture, drug awareness, mine awareness, cultural heritage, literature, human rights etc. are incorporated in the teaching material in addition to development of necessary skills in language and Mathematics.

AFGHAN GERMAN BASIC EDUCATION (AG BAS-ED)

The demand to initiate programs and educational activities inside Afghanistan necessitated the project to establish and assist AG BAS-Ed as an independent NGO to contribute to the educational rehabilitation of Afghanistan.

AG BAS-Ed transfers GTZ-BEFARe's multi-year know-how in the area of formal and non-formal educationin four provinces of Afghanistan namely Ningrahar, Laghman, Kunar and Khost. Regular contact is maintained with AG BAS-Ed and

areas of mutual cooperation and coordination are explored to provide educational support to the Afghans either through the NGO or directly by GTZ.

FUTURE PROSPECTS AND CHALLENGES

A constant and intensified cooperation and liaison has been established with various organizations such as UNHCR, World Bank, DFID, UNESCO, Swedish Committee, Care International, Save the Children Fund (US), SOS/PG Belgium, ORA and other local and international NGOs using BEFARe's teaching and learning materials.

Similarly, keeping in view the requirements for the future and the growing recognition, the project needs to review and further improve the means in which it has to respond to the expanding complex emergencies and developments. Exclusive packages on vocational education and skills training, HIV/AIDS, family health and mine awareness have also been complementarily introduced to the target group. It is envisaged that by the introduction of these preclusive packages, the project will not only be contributing to the efforts of UN in the reconstruction and rehabilitation of Afghanistan but at the same time assisting in the repatriation process of Afghan refugees to their homeland.

The project is presently equipped and geared to take over additional responsibilities of implementing educational programmes on behalf of other agencies and international donors. It has the capacity, the infrastructure and the experience to embark on any ambitious educational programme both in Pakistan and Afghanistan.

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GTZ - BEFARe
Formal Education Monthly Statistics Report
January , 2003

School Activity Area & Infrastructure

Sub-Centers	No of Camps	No of Schools			No of Rooms and Sections											
					Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
		Girls Schools	Boys Schools	Co-Edu. Schools	Rooms	Sections	Rooms	Sections	Rooms	Sections	Rooms	Sections	Rooms	Sections	Rooms	Sections
Abbottabad	30	9	29	6	82	127	57	95	53	82	42	53	38	42	34	38
Bunnu	27	8	24	16	52	71	44	53	35	46	32	41	24	37	19	28
Hungu (Thal	42	10	36	8	82	99	83	88	71	72	62	64	55	58	39	42
Mardan	16	13	33	3	79	110	68	79	55	70	48	56	42	49	32	39
Peshawar	20	14	40	8	120	197	95	155	85	127	77	97	55	78	39	65
Timergara	28	19	18	19	64	96	65	84	64	82	61	75	52	63	44	47
Shalman	2	1	1	5	29	40	2	10	1	6	-	5	-	1	-	1
Total	165	74	181	65	508	740	414	564	364	485	322	391	266	328	207	260
	Total Schools		320													

School Activity Area & Infrastructure

Personnel

Sub-Centers	Branch Schools	After Noon Shift	No of SMCs	Teaching and School Staff											Auxiliary Staff (Chowkidar)	
				Head Teachers					Teachers					Total Teaching Staff		
				Afghan		Pakistani		Total H.T.	Afghan		Pakistani		Total Teachers			
				Male	Female	Male	Female		Male	Female	Male	Female			Male	Female
Abbottabad	1	3	-	33	7	1	3	44	267	51	112	21	451	495	59	1
Bunnu	1	-	40	40	2	-	6	48	98	6	72	20	196	244	53	-
Hungu (Thal	4	-	54	44	7	1	2	54	195	30	106	22	353	407	64	2
Mardan	2	1	42	34	5	4	6	49	180	26	127	36	369	418	69	-
Peshawar	7	17	62	47	8	1	6	62	373	139	139	42	693	755	98	2
Timergara	-	7	54	42	11	-	3	56	197	62	92	43	394	450	71	2
Shalman	-	-	-	6	1	-	-	7	46	6	9	-	61	68	8	-
Total	15	28	252	246	41	7	26	320	1,356	320	657	184	2,517	2,837	422	7
															Total	429

Students Enrollments

Sub-Centers	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Total
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Abbottabad	1,895	4,550	922	3,182	598	2,462	335	1,841	262	1,383	91	956	18,477
Bunnu	1,130	2,266	403	1,603	118	1,275	43	876	-	665	1	422	8,802
Hungu (Thal	1,145	3,990	638	2,954	331	2,409	275	1,917	194	1,440	71	899	16,263
Mardan	2,485	3,521	986	2,537	612	1,963	396	1,436	251	1,141	89	820	16,237
Peshawar	3,709	7,055	1,608	4,870	1,012	3,618	683	2,754	503	1,941	263	1,343	29,359
Timergara	2,146	2,368	1,686	1,956	1,434	1,698	1,047	1,475	845	1,059	611	465	16,790
Shalman	723	985	146	228	38	106	-	80	-	21	-	19	2,346
Sub-Total	13,233	24,735	6,389	17,330	4,143	13,531	2,779	10,379	2,055	7,650	1,126	4,924	108,274
Grand Total		37,968		23,719		17,674		13,158		9,705		6,050	

Students Present

Sub-Centers	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Total
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Abbottabad	1,815	4,456	900	3,152	560	2,401	320	1,834	250	1,370	91	954	18,103
Bunnu	1,006	2,150	356	1,524	108	1,207	42	830	-	619	1	401	8,244
Hungu (Thal	1,098	3,854	613	2,847	316	2,323	250	1,829	181	1,376	65	864	15,616
Mardan	2,340	3,470	935	2,480	590	1,900	355	1,405	240	1,103	89	812	15,719
Peshawar	3,698	7,030	1,598	4,862	1,005	3,611	678	2,750	501	1,932	260	1,338	29,263
Timergara	2,139	2,108	1,694	1,761	1,429	1,565	1,363	844	997	609	434	609	15,552
Shalman	723	985	146	228	38	106	-	80	-	21	-	19	2,346
Sub-Total	12,819	24,053	6,242	16,854	4,046	13,113	3,008	9,572	2,169	7,030	940	4,997	104,843
Grand Total		36,872		23,096		17,159		12,580		9,199		5,937	

Statistical Analysis

Sub-Centers	Teachers Student Ratio	Percentage of Present Students
Abbottabad	1 : 37	97.98%
Bunnu	1 : 36	93.66%
Hungu (Thal	1 : 40	96.02%
Mardan	1 : 39	96.81%
Peshawar	1 : 39	99.67%
Timergara	1 : 37	92.63%
Shalman	1 : 35	100.00%
Total	1 : 38	96.83%

Gender Wise Percentage of Enrollment and attendance

Gender	Total No of Students		Total Percentage	
	Enrolled	Present	Enrolled	Present
Girls	29,725	29,224	27.5%	98.3%
Boys	78,549	75,619	72.5%	96.3%
Total	108,274	104,843	100.0%	96.8%

Gender Distribution of Student Enrolled

Total Girls Students	29,725
Total Boys Students	78,549
Total Students (Both Gender)	108,274

Grade wise Enrolled Student's Gender Distribution

Grades	Girls	Percent	Boys	Percent	Total	Percent
Grade 1	13,233	45%	24,735	31%	37,968	35%
Grade 2	6,389	21%	17,330	22%	23,719	22%
Grade 3	4,143	14%	13,531	17%	17,674	16%
Grade 4	2,779	9%	10,379	13%	13,158	12%
Grade 5	2,055	7%	7,650	10%	9,705	9%
Grade 6	1,126	4%	4,924	6%	6,050	6%
Total	29,725	100%	78,549	100%	108,275	100%

N.B. Figures for present students have been collected on monthly average bases.
Data Source Internal Support Section

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GTZ - BEFARe
Non-Formal Education Monthly Statistics Report
January, 2003.

Courses at Resource Centers

Resource centers	No. of camps	No. of course centers	No. of courses				No. of Co-Education courses	Resource-center wise courses	No. of shifts		Donars	
			Girls	Boys	Females	Males			Morning	Evening	World Bank	DFID
Abbottabad	7	90	33	17	14	19	15	98	30	68	55	43
Bunnu	-	-	-	-	-	-	-	-	-	-	-	-
Hungu (Thall)	7	43	7	3	5	14	19	48	-	48	48	-
Mardan	3	17	1	4	-	6	6	17	-	17	-	17
Peshawar	9	94	33	30	17	15	8	103	10	93	-	103
Timergara	9	130	33	44	22	25	8	132	2	130	97	35
Total	35	374	107	98	58	79	56	398	42	356	200	198

Personnel

Resource centers	No. of SMCs	Teaching staff										
		Home School courses					Literacy courses					Total teaching staff
		Afghan		Pakistani		Total teachers	Afghan		Pakistani		Total teachers	
		Female	Male	Female	Male		Female	Male	Female	Male		
Abbottabad	-	12	29	8	-	49	13	19	9	-	41	90
Bunnu	-	-	-	-	-	-	-	-	-	-	-	-
Hungu (Thall)	-	5	22	-	-	27	5	11	-	-	16	43
Mardan	-	-	11	-	-	11	-	6	-	-	6	17
Peshawar	-	-	40	29	-	69	13	15	-	-	28	97
Timergara	-	33	52	-	-	85	22	25	-	-	47	132
Total	-	50	154	37	-	241	53	76	9	-	138	379

Students / Participants Enrollment

Resource centers	Course type	Grade 1 / Primer		Grade 2 / Maths		Grade 3 /Reader		Grade 4 / F.Health		Total
		Girls / Female	Boys/Males	Girls / Femal	Boys/Males	Girls / Female	Boys/Males	Girls / Female	Boys/Males	
Abbottabad	Home Schoo	105	165	351	87	346	304	44	150	1,552
	Literacy	50	80	281	80	239	302	50	-	1,082
Bunnu	Home Schoo	-	-	-	-	-	-	-	-	-
	Literacy	-	-	-	-	-	-	-	-	-
Hungu (Thall	Home Schoo	-	-	60	60	289	-	-	-	409
	Literacy	-	-	-	40	218	-	-	-	258
Mardan	Home Schoo	78	192	-	-	-	-	15	45	330
	Literacy	-	-	-	-	-	-	-	-	-
Peshawar	Home Schoo	350	400	711	390			30	210	2,091
	Literacy	-	80	415	195	-			-	690
Timergara	Home Schoo	180	450	-	196	859	554	200	100	2,539
	Literacy	25	250	125	115	356	170	25	-	1,066
Sub-Total	Home Schoo	713	1,207	1,122	733	1,494	858	289	505	6,921
	Literacy	75	410	821	430	813	472	75	-	3,096
Grand Total			2,405		3,106		3,637		869	10,017

Students / Participants Present

Resource centers	Course type	Grade 1 / Primer		Grade 2 / Maths		Grade 3 /Reader		Grade 4 / F.Health		Total
		Girls / Female	Boys/Males	Girls / Femal	Boys/Males	Girls / Female	Boys/Males	Girls / Female	Boys/Males	
Abbottabad	Home Schoo	105	165	351	87	346	304	44	150	1,628
	Literacy	50	80	281	80	239	302	50	-	1,082
Bunnu	Home Schoo	-	-	-	-	-	-	-	-	-
	Literacy	-	-	-	-	-	-	-	-	-
Hungu (Thall	Home Schoo	-	-	60	60	360	289	-	-	769
	Literacy	-	-	-	40	95	218	-	-	353
Mardan	Home Schoo	78	192	-	-	-	-	15	45	330
	Literacy	-	120	-	-	-		-	-	120
Peshawar	Home Schoo	350	400	711	390			30	210	2,091
	Literacy	-	80	415	195	-		-	-	690
Timergara	Home Schoo	180	450	-	196	859	554	200	100	2,539
	Literacy	25	250	125	115	356	170	25	-	1,066
Sub-Total	Home Schoo	713	1,207	1,122	733	1,565	1,147	289	505	7,357
	Literacy	75	530	821	430	690	690	75	-	3,311
Grand Total			2,525		3,106		4,092		869	10,668

Statistical Analysis

Grade wise Enrolled Student's / Participant's Gender Distribution

Grades		Girls / Female	Percent	Boys / Male	Percent	Total	Percent
Grade 1 / Primer	Home Schoo	713	20%	1,207	37%	1,920	28%
	Literacy	75	4%	410	31%	485	16%
Grade 2 / Maths	Home Schoo	1,122	31%	733	22%	1,855	27%
	Literacy	821	46%	430	33%	1,251	40%
Grade 3 / Reader	Home Schoo	1,494	41%	858	26%	2,352	34%
	Literacy	813	46%	472	36%	1,285	42%
Grade 4 / F. Health	Home Schoo	289	8%	505	15%	794	11%
	Literacy	75	4%	-	0%	75	2%
Total	Home Schoo	3,618	100%	3,303	100%	6,922	100%
	Literacy	1,784	100%	1,312	100%	3,097	100%

Gender Distribution of Student's / Participant's Enrolled

Total girls students in Home Schools	3,618
Total boys students in Home Schools	3,303
Total female participants in Literacy courses	1,784
Total male participants in Literacy courses	1,312
Total (both gender)	10,017

	July	August	Difference	Dropout
Girls	2,865	4,258	-1,393	No
Boys	3,091	3,385	-294	No
Female	570	1,553	-983	No
Male	627	1,125	-498	No
Total	7,153	10,321	-3,168	No

Note: Some of the teachers are running more than 1 course. Some time more than 1 courses are also conducted at 1 Course Center.

N.B. Figures for present students have been collected on monthly average bases.
Data Source Internal Support Section

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File: NFE Monthly Statistics for 2003 [Jan (03)]

BEFARE Basic Education for Afghan Refugees

School Staff (Summary) *For the Month of January, 2003.*

Sub-Centers	Head Teachers					Teachers					Grand Total of Teaching Staff	Chowkidar				
	Afghan		Pakistani		Total	Afghan		Pakistani		Total		Afghan		Pakistani		Total
	Male	Female	Male	Female		Male	Female	Male	Female			Male	Female	Male	Female	
Abbottabad	33	7	1	3	**44**	267	51	112	21	**451**	**495**	54	1	5	0	**60**
Bannu	40	2	0	6	**48**	98	6	72	20	**196**	**244**	31	0	22	0	**53**
Hungu (Thall)	44	7	1	2	**54**	195	30	106	22	**353**	**407**	63	2	1	0	**66**
Mardan	34	5	4	6	**49**	180	26	127	36	**369**	**418**	59	0	10	0	**69**
Peshawar	47	8	1	6	**62**	375	139	140	42	**696**	**758**	92	2	6	0	**100**
Timergara	42	11	0	3	**56**	197	62	92	43	**394**	**450**	67	2	4	0	**73**
Shalman	6	1	0	0	**7**	46	6	9	0	**61**	**68**	8	0	0	0	**8**
Total	**246**	**41**	**7**	**26**	**320**	**1,358**	**320**	**658**	**184**	**2,520**	**2,840**	**374**	**7**	**48**	**0**	**429**
Female	8	40	1	24	73	67	252	26	162	507		80	6	8	0	94

Sub-Centers	Field Education Supervisors				
	Afghan		Pakistani		Total
	Male	Female	Male	Female	
Abbottabad	6	2	0	0	**8**
Bannu	9	1	0	0	**10**
Hungu (Thall)	8	2	0	1	**11**
Mardan	8	2	0	0	**10**
Peshawar	11	7	0	0	**18**
Timergara	9	3	0	0	**12**
Shalman	2	0	0	0	**2**
Total	**53**	**17**	**0**	**1**	**71**

Gender Distribution	
Male Head Teachers:	**253**
Male Teachers:	**2,016**
Female Head Teachers:	**67**
Female Teachers:	**504**

National Distribution	
Pakistani Head Teachers:	**33**
Pakistani Teachers:	**842**
Afghan Head Teachers:	**287**
Afghan Teachers:	**1,678**

Teaching staff	
Total Head Teachers:	**320**
Total Teachers:	**2,520**
Grand Total of Teaching	**2,840**

Auxaliray Staff Gender Distribution	
Male Chowkidar:	**422**
Female Chowkidar:	**7**
Total Chowkidar:	**429**

Total School Staff:	**3,340**

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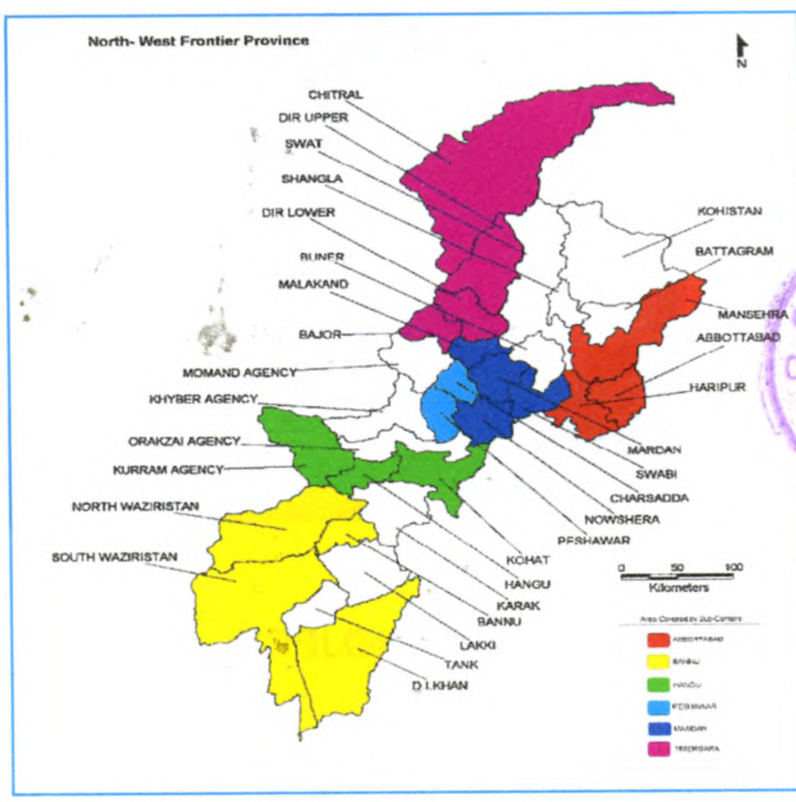
GTZ-Specialists in Refugee Education

BASIC EDUCATION FOR AFGHAN REFUGEES (BEFARe)

INTRODUCTION AND OFFICIAL STATUS

BEFARe is a governmental project, being implemented under the bilateral agreement signed on behalf of the Islamic Republic of Pakistan and the Federal Republic of Germany, to provide educational opportunities and assistance to Afghan refugees in the North West Frontier Province (NWFP). It aims at improving basic education for children through formal (primary) education, for both male and female learners, literacy for adults as well as mother and child health for Afghan women. The current project phase runs from 1st January, 1999 to 31st December 2002.

The project is jointly executed by the "Commissionerate for Afghan Refugees" (CAR) and the "German Agency for Technical Cooperation" (GTZ). The central office of the project is located in Peshawar with sub-centers in Bannu, Hangu, Mardan, Timergara and Abbottabad and covers all Afghan refugee camps throughout the North West Frontier Province (NWFP).



Since 1996, BEFARe implements additional basic education activities on behalf of UNHCR. More recent agreements for BEFARe's activities have been signed with DFID and World Bank. Augmentation of the project activities with DFID

funds started in June 2001. The implementation of activities under the World Bank component have commenced from January 2002.

OBJECTIVES OF BEFARe

The project is aiming to assist Afghan children and adults, within their own Islamic culture and moral value, which are very important for people who were forced out of their country and who want to maintain their religious and national identity. Thus, the goal of the project is to provide and improve the quality of basic education to refugees and to enhance the basic education system on the basis of community self help.



PURPOSE OF THE PROJECT

The main **purpose of the educational project** are writing appropriate objectives, suggesting adaptation, modification, improvement and the further development of suitable teaching methods. This includes the preparation of effective teaching materials, improved training methodologies and monitoring practices

based on a clear understanding of the existing situation and genuine needs and desires of the target group.

The outputs that are envisaged to serve the project purpose, i.e., "Teaching on the basic education level is effectively carried out" are summarized below:

- Teaching and learning materials are completed and provided.
- Teachers are able to use diverse (project, non-project and non-formal) materials.
- Out-of-school children and adults acquire and make use of Mother and Child Health (MCH), literacy skills and knowledge.
- Community is mobilized to increasingly accept responsibilities for the education of their children.
- Management is strengthened to preserve project know-how for future educational interventions.

Additionally, under the World Bank component, the project implements activities based on the following results:

1. Access to basic education is provided and improved for refugees living in remote areas.

2. The capacity of women and vulnerable persons in literacy, MCH and vocational education is improved through the NFE component, which will lead to women empowerment.

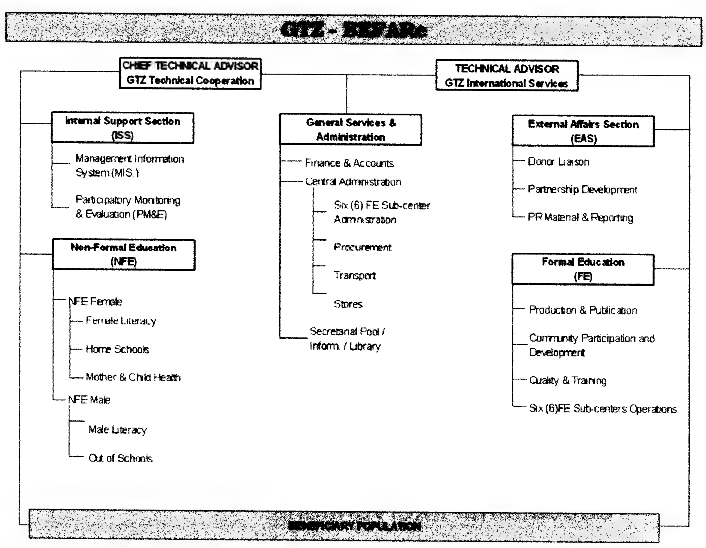
3. The quality of education of selected middle and secondary schools is improved through an integrated teacher training programme.

4. Improving the quality of teaching in self-help schools.

THE ORGANIZATION

BEFARe has three main organizational sections.

1. **Central Services**
   a) External Affairs and Donor Relations
   b) General Services and Administration
   c) Internal Support



2. **Formal Education (FE)**
   a) School Management
   b) Resource and Training
   c) Community Participation and Development

3. **Non – formal Education (NFE)**
   a) Mother and Child Health Program (MCH)
   b) Literacy (male and female)
   c) Home Schools (boys and girls)

CENTRAL SERVICES

a) *External Affairs and Donor Relations*

The project's External Affairs and Donor Relation component is responsible for coordination and cooperation with other national and international and donor agencies, NGOs and government organizations like CAR, SAFRON, UNHCR, DFID, World Bank etc. Contacts with partner agencies, including representation of the project are the responsibilities of the External Affairs and Donor Relations.

b) Administration and Finance

The administrative and financial affairs of the project are the responsibilities of this section. All administrative issues pertaining to the smooth implementation of project actvities are handled by an administrator at the centre and 5 administrators at the sub-center level. Administrative tasks are the maintenance of sub-centres, repairs of vehicles, distribution of textbooks/materials, payment of incentives/salaries etc.

Similarly the section is responsible for the overall financial management of the project like book keeping, salaries, procurement, auditing etc. The Finance Manager and his team ensure the financial management of the programme through regular auditing services in accordance with the German Federal Audit Rules as well as with standards of UNHCR, DFID and, more recently, the World Bank.

c) Internal Support

The function of this section is to track quantitative as well as qualitative aspects of the project activities through participatory means.

This section has two departments:

- Management Information System (MIS)
- Participatory Monitoring and Evaluation (PM&E)

The MIS records and tracks all the quantitative facts and figures, recording project planning and implementation data. It is equipped with computerized databases. The MIS facilitates smooth flow of data through the project at different levels and at different geographical regions. This department also facilitates the incentive and material distribution process, store management, school and per-

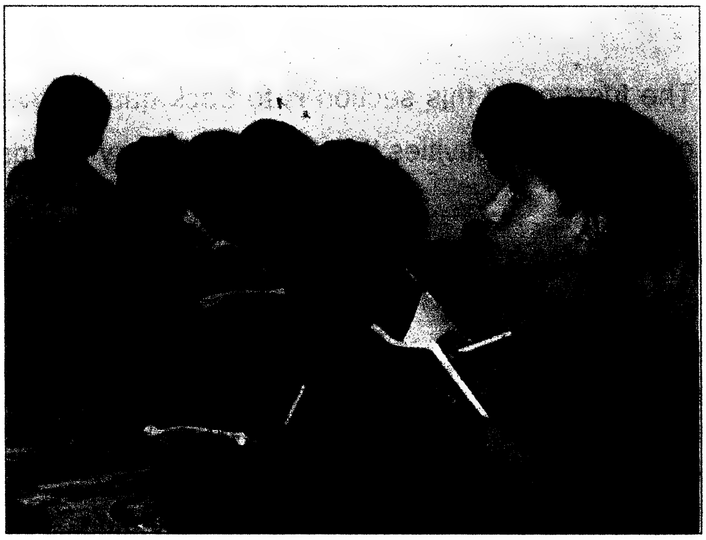
sonnel profiles. It supports the project management in planning and decision making by providing timely, accurate and concise information.

The PM&E department is responsible for managing a fully functional learning group structure through the whole project and to institutionalize participatory and learning culture at all levels. It also initiates the smooth flow of qualitative aspects of the quantitative figures collected by MIS system. It encourages participation of the primary stakeholders by establishing learning groups at the field level aiming at the empowerment of the beneficiaries. The empowerment of the target group will result in the sustainability of the project.

FORMAL EDUCATION

a) School Management

The major task of the project, in addition to administrative management, is the provision of educational support and enhanced supervision and monitoring of **320 primary schools** having an enrollment figure of **more than 110,000 students (out of which almost 35,000 are girls)** and the training of teachers.



b) Resource and Training

The project trains about **2,700 teachers (out of which 580 are females)** at the primary school level, who are introduced to apply child centered teaching / learning materials in Pashtu and Mathematics and also enable teachers to use manual, guides and teaching aids properly. These teaching materials and lesson plans help the teachers to improve their classroom teaching, which in return help the students to learn more effectively.

In order to improve teaching / learning capabilities, Formal Education provides:

- Training for 21 Master Trainers (MTs) and 86 Field Education Supervisors (FES) whose main responsibilities are to give pedagogical guidance to all the 2,700 teachers.
- Evaluation of FES's monitoring and supervision.
- On the job training to teachers and monitoring of students abilities and activities.
- Training of teachers.

Formal Education is also responsible under the World Bank component for the training requirements of around 400 teachers of the selected middle and secondary schools including the targeted 250 teachers of the self help schools.

Furthermore, it also provides training to multiplicators of other agencies who use BEFARe's material. They are UNHCR schools in Baluchistan, AG BAS-Ed, Care International, Save the Children (US), Swedish Committee and several other NGOs working inside Afghanistan.

c) **Community Development:**

The Community Development and Participation Section has been established to encourage and motivate the participation of the target communities in project related educational activities. This section emphasizes the improvement and expansion of the project programme as well as the transfer of knowledge on organizational development to the communities. The structure of the Community Development Section has been designed according to the needs and resources of the Afghan community keeping in view the traditional values and the present situation of Afghan refugees. Organizational development has been designed in the context of administrative, economic and socio-psychological system of Afghan refugees, so that the communities should accept it as their traditional system and not as a western approach. This has enabled the project to obtain and record constructive results in the spheres of development of training material, identification of human resources, community motivation, community organization, training, monitoring and evaluation etc.



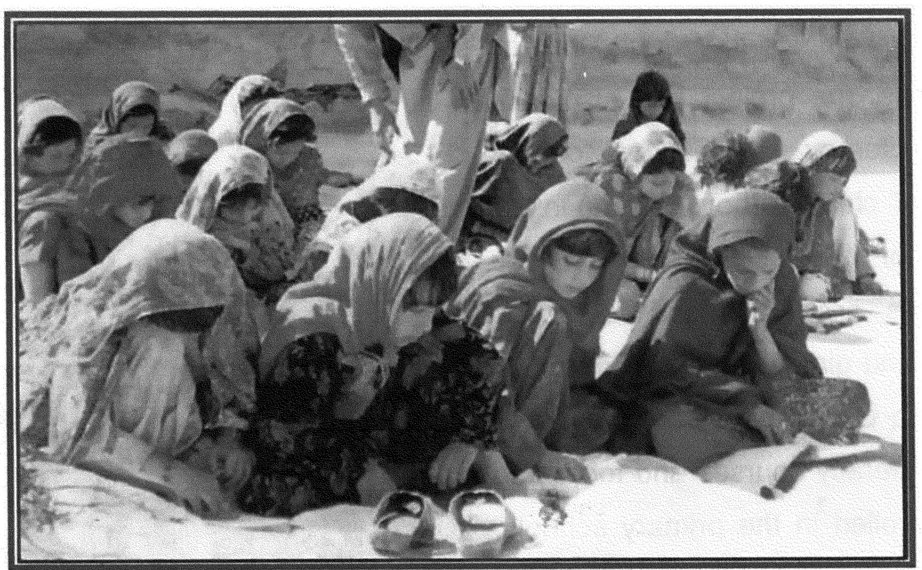
NON-FORMAL EDUCATION

a) Mother and Child Health (MCH) Programme

This programme offers knowledge to females regarding health issues, i.e. mother and child heath, children's prenatal provisions, prevention of children mortality, child growth, nutrition and environmental health etc. The course also includes all

the appropriate knowledge regarding good-health, problems of infertility, diet, hygiene, warning signals during pregnancy, procedures for a safe and healthy child birth, breast-feeding, protection of a child against common fetal diseases and child development. The whole course is arranged in 21 separate sequences and its messages, provisions and directions have been recorded in dialogue form in cassettes.

Since the start of MCH courses, **more than 80,000** women have been reached. Dari language version of the MCH course is also available to cover the non-Pashtu speaking target group, to further widen the scope of these courses



b) Literacy Programme

The project is actively engaged in running Pashtu and Dari literacy courses for males and females, which will be crucial for the successful rehabilitation of Afghanistan since there is a greater need for literate people than ever before. The aim of the literacy programme is to enable the graduates of the complete phase to read, write, calculate and understand the simple intents of daily life. By the end

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